

MILLERSVILLE MENTORING ALLIANCE PROGRAM

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Mentor Manual

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MILLERSVILLE MENTORING ALLIANCE PROGRAM: MISSION

The Millersville Mentoring Alliance Program, also known as MMAP, was first established in the fall of 2002.

The mission of the MMAP is to provide academic, social and personal support to all Millersville students, with a special focus on students of color, incoming freshman, first-time transfer students, and non-traditional students at Millersville University. The MMAP brings together MU faculty, staff, retirees, alumni, peers and community members from a variety of backgrounds to provide student-mentees with intellectual stimulation, academic support, career guidance and the college life skills they need to successfully navigate the maze of challenges, expectations and confusions that often are associated with college life experience. Through sustained, supportive and nurturing mentor-mentee relationships, the program strives to enhance the learning and holistic development of Millersville University students.


MENTORING

MEANS ...

 Guidance

 Support

 Confidence

 Trust

Please use this manual and the MMAP office as resources to assist you in your mentoring relationship. This guide is designed so that you can add supplemental information to it, in order to facilitate your growth as a mentor.

MILLERSVILLE MENTORING ALLIANCE PROGRAM



WHAT IS MENTORING?

A mentoring relationship is a close individualized relationship that develops over time between a student and a mentor and that includes caring and guidance. Effective mentoring is determined by the focus of the mentoring program and the specific needs of the student. Mentoring focuses on:

- *Providing Support*---**Providing emotional and moral encouragement.**
- *Tutoring and Academic Assistance*---**Giving feedback on the student's performance.**
Striving to improve the mentee's attitude and increase his/her self-confidence and pride in his/her achievement.
- *Sponsorship*---**Being a source of information to help the mentee understand and accomplish the steps needed to experience success.**
- *Role Modeling*---**Serving as positive examples by virtue of who you are and what you have accomplished. The essential component is finding an individual with whom the mentee can relate.**

WHAT IS A MENTOR?

Mentors are kind, concerned adults who offer students support, guidance, and encouragement. Mentors provide the sustained presence of a positive, caring adult role model. While they are not responsible for solving all of the mentee's problems, they are more than simply a friend.

- A mentor has genuine concern for his or her mentee and seeks to help their mentee navigate through the everyday challenges of school, society, and the community by drawing upon knowledge and experience.
- Every good mentor must make a connection and then use that connection to convey a positive message.

Making a connection means:

- Gaining the trust of the student
- Being able to foster mutual respect

Using that connection means:

- Letting your mentee know that he or she is worth your time and effort
- Offering ways to expand his/her horizons; academically, socially and culturally
- Expanding opportunities for his/her overall success



THE ROLE & DUTIES OF A MENTOR

Other than the orientation meeting, there are no specific demands or mandatory meetings built into the program. We do ask that you meet with your mentee at least once a month (see how often your mentee would like to meet). The MMAP connects mentees to mentors and provides opportunities for program participants to get to know each other.

- **You may find it helpful to specify mutual agreements about your respective roles and responsibilities**
- **Have your mentee identify short and long-term goals**
- **Establish a meeting schedule for the semester**
- **Provide opportunities for feedback on his/her academic progress**
- **Brief mentee on services available on campus, such as the learning center, tutoring center, and counseling center to address any problems that may occur**
- **Discuss the importance of how majors and academic decisions relate to work/careers**
- **Let your mentee “talk out” situations**
- **Share your own experiences, accomplishments, and goals**





GUIDELINES FOR MENTORING

Please adhere to the following guidelines when working with your mentee, in order to ensure a safe and professional relationship.

1. Report any difficulties and/or concerns about your mentor/mentee relationship to MMAP immediately (871-5361).
2. If you are concerned for your mentee or your own personal safety, seek immediate help (MU Police @ 872-3911).
3. Respect your mentee, which means allowing them to express their opinion, even if you do not agree with it.
4. Respect confidentiality. Keep information shared between you and your mentee confidential unless there is a situation which necessitates outside intervention.
5. Hold meetings in public places.
6. Hold scheduled meetings, and keep notes of mentee progress.
7. Give your mentee constructive criticism and feedback.
8. Do not invite your mentee to your house.
9. Do not attempt to provide therapy or counseling for the student. If you can see that your mentee needs professional help, refer them to the counseling center.
10. Do not buy your mentee expensive gifts.
11. Do not lend/give your mentee money.
12. Do not take on additional mentees without contacting the MMAP office. Please refer any students you think could benefit from the program to the MMAP office, because there may be mentors available without any mentees.



DEALING WITH OBSTACLES TO SUCCESS

In any one-on-one personal relationship, things do not always go as planned or expected. Mentoring relationships are no exception. Personality clashes, misunderstandings, crossed signals, and lack of direction are all factors that may make for a less-than-satisfactory relationship. However, many mentoring programs have found solutions. If there is a problem that you need assistance with, contact the MMAP coordinator to work on a solution together. Some obstacles to success are:

- ***A “Bad” Match.*** No matter how carefully planned and screened, mismatches do occur. Some relationships are just not meant to be. If a good relationship has not begun to form after three to four weeks, the mentor should approach the program coordinator for discussion. The possibility of reassignment will be addressed if necessary.
- ***Communication Problems.*** Mentors who do not receive adequate training on effective ways to listen and communicate with mentees may misinterpret signals provided by the mentee. Mentors must be aware of how mentees use body language, make eye contact, and provide feedback. Timing is important; mentors should know when it is their turn to listen. Also, it is imperative to be in communication with your mentee and promptly return all telephone calls and e-mails.
- ***Serious Problems.*** If the mentor notices student behavior that suggests the need for professional help, the MMAP coordinator should be contacted.
- ***Problems in Taking the Initiative.*** It is suggested that the mentor take the initiative in reminding mentees of meetings.



KEEPING TRACK OF THE MENTORING RELATIONSHIP

It will be helpful to record the progress of your relationship with your mentee during meetings and contacts. The record you use can be in the form of a diary, a logbook, or notes. The following information would be useful:

- **The date, time and length of each meeting. Remember meetings should be scheduled in advance and the mentee should be prompt**
- **A note about any meeting that was cancelled, whether by the mentor or mentee**
- **A description of what was worked on or discussed at each meeting**
- **The location of each meeting. Was this site good for both you and the mentee?**
- **Anything significant that happened at the meeting-- positive or negative events that indicate a problem or an achievement for the mentee.**
- **Any changes in the mentee's behavior or attitude that may impede his or her progress.**

Examples of Mentor/Mentee Interaction Activities

There are a number of activities that may be used to keep the mentor and mentee more connected. While quantity of time is important, quality of time spent together should be more of a priority. Let every contact opportunity be a teaching, learning, and sharing opportunity from which your mentee can grow.

- Attend a Millersville Seminar or Colloquium—Many of the departments provide the opportunity to attend these sessions. They are typically an hour long and almost always free. Take this opportunity to accompany your mentee and learn about a subject in your field of study.
- Participate in a campus event—Millersville University hosts many campus events including the wellness fair, the Holocaust Seminar, and numerous sporting events.
- Have Lunch—Take a lunch break with your mentee. This is a good time to relax and discuss issues.
- Recommend books—Suggest books or articles that are related to your mentee’s major and then discuss them over coffee or milkshakes.
- Get involved in a community service event—Helping others can be a great way to bond with another person. Millersville University holds several of these events including Empty Bowl, Angel Tree, and Into the Streets. Visit <http://muweb.millersville.edu/~cservice/> for more information.
- Include your mentee in activities that you enjoy



Meeting Places

- SMC—The Student Memorial Center has various lounges and a cafeteria (the Galley)
- MU Library—Lounges on both the 1st and 2nd floors
- Outside—Go for a walk or sit outside at the MU pond or a local park
- The Cove—Located next to Lyle Hall; a great place for lunch or a snack
- Faculty/Staff Offices—Invite your mentee to stop by your office

* Remember to hold your meeting in a public place

ENGAGING YOUR MENTEE



Satisfying Informational Needs

Helpful Approaches

- Start with your mentee's questions
- Identify your mentee's goals
- Determine what your mentee wants to know
- Present alternative approaches for reaching the goals

Not Helpful

- Telling everything there is to know about the subject
- Pontificating
- Talking about "how it was in my day"

Providing Vision

Helpful Approaches

- Ask the obvious and the not so obvious
- Provide potential alternatives—"have you thought about"
- Provide information about other similar situations—"in my experience"
- Push the mentee's thinking and acting forward by helping in the problem-solving process, not by providing solutions
- Encourage the exploration of options before pushing to action

Not Helpful

- Easy answers that do not inspire the mentee to problem-solve
- Demanding the mentee do things your way

Lending an Ear

Helpful Approaches

- Suspend judgment
- Acknowledge emotion
- Be empathetic
- Provide feedback appropriately
- Acknowledge what you hear as well as what is missing from the conversation

Not Helpful

- Playing therapist
- Concentrating only on the mentee's emotions
- Solving the problem for the mentee

Setting Realistic Expectations

Helpful Approaches

- Discourage moaning, groaning and bemoaning
- Balance compassion with challenge
- Ask questions

Not Helpful

- Becoming a permanent leaning post
- Thinking you are the only one that can help
- Interfering

Although a formal contract is not required, you may find the following form helpful for establishing mutual roles and expectations with your mentee.

Example of Mentoring Agreement:

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly.

Our specific schedule of contact and meetings, including additional meetings, is as follows:

2. Look for multiple opportunities and experiences to enhance the mentee's learning.

We have identified, and will commit to, the following specific opportunities and venues for learning:

3. Maintain confidentiality of our relationship.

Confidentiality for us means ...

4. Honor the ground rules we have developed for the relationship.

Our ground rules will be ...

5. Provide regular feedback to each other and evaluate progress. We will accomplish this by ...

We agree to meet regularly until we accomplish our predefined goals or for a maximum of _____. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Mentor's Signature and Date

Mentee's Signature and Date

F.A.Q.

Frequently Asked Questions



Can a mentor have more than one mentee?

The MMAP organization realizes the duties of a professional mentor are demanding and can sometimes be overwhelming. For that reason, we limit mentors to only two mentees.

Can students have more than one mentor?

Yes, they may, if there are mentors available. However, priority is given to students who do not have a mentor.

Does the MMAP keep a list of participating members?

Contact the MMAP office information on available mentors and/or students.

Do I have to contact the MMAP office to schedule meetings with my mentee?

No, the monthly group meeting will be scheduled for you, and the mentor and mentee schedule individual meetings on their own

What if I want to change my mentee?

Due to the occasional occurrence of incompatibility, changing mentees is possible. Please contact the MMAP office if you are having difficulties.

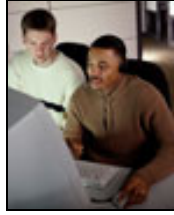
What other services does the MMAP office provide?

Upon request, the MMAP office will provide such things as scholarship information, as well as information on other Millersville Programs. The office will also answer questions and provide articles and information about mentoring and education.

Does the MMAP sponsor any activities?

Yes! Contact the MMAP office or look for the MMAP newsletter for more information.

Useful Websites



www.mentoring.org

--vast amount of information: “Be a better mentor” with interactive quizzes and “Find resources” sections, among others

www.mentors.ca/mentor.html

--useful links, articles, and real-life mentoring stories

www.nwrel.org/mentoring

--directed toward mentoring youth, but has great advice on how to interact effectively with your mentee

www.adp.cahwnet.gov/RC/pdf/1005.pdf

--gives suggestions for how to tell if your mentoring relationship is going well

www.adp.cahwnet.gov/RC/pdf/1357.pdf

--describes characteristics of a good mentor